DOCUMENT RESUME

ED 084 925 FL 004 663

TITLE	Orientation to the Humanities, Part I. Off to Rome, Latin: 7500.01.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	71
NOTE	16p.; An Authorized Course of Instruction for the Quinmester Program
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Ancient History; *Basic Skills; Course Content; *Course Descriptions; Course Objectives; *Cultural Background; Cultural Context; Dialogue; Family Life; Geography Instruction; Instructional Materials; *Language Instruction; *Latin; Listening Skills; Reading Skills; Singing; Speech Skills; Student Evaluation; Teaching Techniques; Word Study Skills
IDENTIFIERS	*Quinmester Program

ABSTRACT

This course concentrates on the geographic location of the Roman Empire, the Roman personality, the family organization, foods, and eating customs. The cultural background is presented in English and dialogues; mottoes and songs in Latin are included. Much emphasis is placed on English derivatives and on the comparison between Roman and contemporary society. This is the first course of a trilogy which may be offered. The three quinmesters focus on various aspects of the life of a Roman family in the first century A.D. Each quinmester may be studied independently, but success will be more likely if the previous quin has been studied. The course outline also includes a statement of the broad goals and objectives of the course, a description of course content, suggestions for classroom procedures and materials expansion, and sample evaluations. (Author)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

ORIENTATION TO THE HUMANITIES

PART I

OFF TO ROME

(Latin)

7500.01
7510.01

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DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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Published by the Dade County School Board

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COURSE DESCRIPTION

This is the first course of a trilogy which may be offered. The three quinmesters focus on various aspects of the life of a Roman family in the first century A.D. Each quinmester may be studied independently but success will be more likely if the previous quin has been studied. Off to Rome concentrates on the geographic location of the Roman Empire, the Roman personality, the family organization, foods, and eating customs. The cultural background in English and dialogs, mottoes and songs in Latin are presented. Much emphasis is placed on English derivatives and on the comparison between Roman and contemporary society.

BROAD GOALS AND PERFORMANCE OBJECTIVES

These minimum objectives will be met with 75% accuracy unless otherwise specified.

I. Listening Skills: According to his level of maturity and achievement, the student will:

A. Pantomime an action, when given the command in Latin.

B. Answer with either the literal or poetic English meaning, when given a motto in Latin.

II. Speaking Skills: According to his level of maturity and achievement, the student will:

A. Respond with the proper Latin phrase.

1. Given questions or statements from the dialogue, the student will give the proper answer in Latin.

2. Given the question, "Ubi est Roma?", the student will respond, "Roma est in Italia."

3. Given visual stimuli depicting certain items of food in various places, and the question, "Ubi est _____?", the student will state in Latin where the items are.

4. When prompted by the appropriate action, the student will respond with the correct Latin verb identifying the action.

B. Identify Roman family members and items of food.

1. Given a picture of any Roman family member and the question, "Quis est?", the student will give the correct Latin name.

2. Given a picture of items relating to food or eating and the question, "Quid est?" or "Quae sunt?", the student will respond with the correct Latin word.

C. Sing songs, when given the command, "Cantemus carmen."

1. The student will sing, "Mea schola."

2. The student will sing, "Puer Agit."

D. Respond with the correct Latin motto, when given the English translation.

III. Reading Skills: According to his level of maturity and achievement, the student will:

A. Respond with the Latin root, when given the English derivative of any Latin word covered in the Unit.

B. Respond with the meaning of the English word based on the Latin root, when given the English derivative of any Latin word covered in this Unit.

IV. Values and Behavior Patterns of the Target Culture: According to his level of maturity and achievement, the student will:

A. Identify the major provinces and the city of Rome, when given a blank map of the Roman Empire.

B. Match the function of the family member to the correct name of the family member when given a list of statements.

C. Identify statements which relate only to Roman families, only to American families or to both, when given a list of statements concerning family life.

D. Select from a given list of statements relating to food and eating habits those which relate to Romans, Americans or both.

E. Identify certain Roman structures, when shown pictures.

V. Attitudes: The student will:

A. Elect to take the second course in this series.

B. Pursue actively further study of Roman culture, as evidenced by seeking additional knowledge, collecting evidence of classical influence on modern life, etc.

C. Show awareness of the various reasons for studying this course.

COURSE CONTENT

I. Dicamus Latine

A. Introductory dialogue

B. Geography

1. Modern European countries

2. Ancient Roman Empire

C. Song, "Mea Schola"

D. Mottoes

1. E pluribus unum

2. Semper fidelis

3. School motto

E. Roman structures

1. Appian Way

2. Aqueduct in Segovia

3. Hadrian's Wall

4. Pont du Garde bridge

5. Arch of Titus or Trajan

6. Herculaneum and Pompeii

7. Baths of Caracalla

8. Theater and arena in Arles, France

II. Familia Romana

A. Expanded Dialogue

B. Identification of family members in English and Latin.

1. Father

2. Mother

3. Son

4. Daughter

C. Functions of family members

D. English derivatives from family names

E. Mottoes

1. Alma mater floreat.

2. Novus ordo seclorum

3. Annuit coeptis

F. Contrast between Roman and American families

III. Cenemus

A. Expanded Dialogue

B. Identification of certain foods and eating utensils in Latin.

C. Latin verbs related to eating.

1. sedet

2. bibit

3. edit

4. recumbit

5. surgit

D. Song, "Puer Agit"

E. Answers to question, "Ubi est _____?" using food-related words.

F. English derivatives from Latin vocabulary in Unit.

G. Comparison between Roman and American foods and eating habits.

SUGGESTED PROCEDURES & EXPANSION OF MATERIALS

See Curriculum Bulletin 20P-1, Orientation to the Humanities.

EVALUATIONS

Listening Skills: Instrument for measuring behavioral objective IA. You will hear a word in Latin. When you hear it, perform the action described by the word.

1. sedet
2. recumbit
3. surgit
4. bibit
5. edit

Speaking Skills: Instrument for measuring behavioral objective IIA4. When the teacher performs a certain action, you will give the Latin word which describes the action.

Reading Skills: Instrument for measuring behavioral objective IIIB. Match the English derivative with the meaning.

____1.	virile	a.	brotherly
____2.	urn	b.	feelings of son or daughter
____3.	edible	c.	fatherly
____4.	feminine	d.	from water
____5.	fraternal	e.	like a man
____6.	sedentary	f.	grapes grow on it
____7.	paternal	g.	like a woman
____8.	vine	h.	a vase
____9.	filial	i.	sits a lot
____10.	aquatic	j.	something you can eat

Culture: Instrument for measuring behavioral objective IVC.

Read the following statements. Then write "R" if it refers only to Romans, "A" if it refers only to Americans, and "B" if it refers to both.

_____1. Schooling for boys only.
_____2. Eat at a table.
_____3. Mother works either at home or out of the house.
_____4. Father has complete control in family.
_____5. People recline to eat.
_____6. Children play games after school.
_____7. Eat butter, pepper, tomatoes and corn.
_____8. Eat a lot of meat, fish, cheese, fruit and vegetables.
_____9. Mother's Day is celebrated.
_____10. Girls are educated at home.

Attitudes: This is difficult to evaluate except for the students' active interest in the language in all its phases and in the people who spoke it. The student should display an attitude of sympathetic understanding toward the culture, its people, and its language. He should demonstrate his awareness of some of the many reasons for studying Latin and perhaps the best way to evaluate this would be by his desire to continue his study of the language. To facilitate as objective an evaluation as possible, the following guide for noting activities of each student could be kept.

Name	Participates in discussion group		Takes positive attitude		Seeks projects		Is member of language club		Does research		Registers for another Latin class		
	9/23						10/10		1/3		5/9		
1. Jones, Mary	E		-		✓		✓						

Key

E -- Excellent

✓ -- Acceptable

— -- Unacceptable

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AUDIO-VISUAL MATERIALS

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